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ABSTRACT

This document is intended to assist practitioners who are designing and organizing an initial information and communication technology (ICT) experience for adult learners. Section 1 presents an overview of the initial ICT learning experience. The concept of transferable skills is discussed in the context of ICT in Section 2. Section 3 explains new learners' likely motivation for learning about ICT and the elements that should be emphasized in the delivery approach underpinning the initial ICT experience. Section 4, which is devoted to methods, considers the following items: structure; reviews; feedback; handouts and notes; pace; practice; peer-to-peer support; and coaching. Initial problems encountered by learners new to ICT and health and safety issues related to the learning site, disabled learners, and using ICT equipment are the focus of Sections 5 and 6. Outreach strategies, the characteristics of an effective learning environment, and 10 suggestions for creating a successful ICT course are presented in Sections 7-9. Section 10 covers content and ideas, and Section 11 outlines a sample ICT program that includes sessions on building confidence, using a computer, locating information on the Internet, communicating with e-mail, and working with graphics. Sections 12 and 13 list 36 useful contacts and 19 references. (MN)

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First Steps

Initial Information and Communication Technology (ICT) Events

Alan Clarke

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FIRST STEPS

Initial Information and Communication Technology (ICT) Events

Alan Clarke

NIACE
THE NATIONAL ORGANISATION FOR ADULT LEARNING

DfEE
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Mobile drop-in centre at Moston Library

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Introduction

This is an introduction to the provision of initial ICT events. It is based on the OCR Basic Skills syllabus, *Using Information and Communication Technology*. This consists of five objectives relating to:

- technology hardware
- presentation of information
- searching for information
- communicating
- graphics

It covers many of the fundamental issues which new users of ICT must understand and be able to undertake in order to be come competent users of ICT. However, it is vital that the contents of the syllabus are presented in a way that motivates the new learners and is relevant to their needs and aspirations. This requires that the content is not simply presented to learners but that it is introduced to them through an active hands-on process which allows learners to gain familiarity, confidence and practical skills and understanding.

The initial experience of ICT provides a foundation for future development. ICT is very difficult to predict but one certainty is that both hardware and software will change rapidly. A vital element in learning about ICT is that learners develop skills and understanding that they can transfer to new situations. This is important to begin developing from the first session onwards.

2 Transferable skills

What are transferable skills and understanding in the context of Information and Communication Technology? They are composed of the many factors which, if a learner understands them, will enable them to:

- judge that an application will operate in a similar way to another so that knowledge of how one works can be transferred to the other. This is critical where new versions of applications are being released continuously.
- realise that facilities are being offered by the operating system rather than an individual application
- appreciate that integrated systems will have many standard features (e.g. knowing how to print a document in one application means that you can print in all of them)
- apply a degree of structural understanding (that is, how the system works – not simply how to carry out a task). For example, they would be able to understand how linking to the Internet works, rather than be limited to clicking on a few buttons and seeing websites appear as if by magic. This allows users in many cases to overcome problems they encounter or to employ facilities more effectively.

Transferable skills are best developed by learners being exposed to content and experience which allows them to develop structural understanding rather than simply learning a series of actions to produce a desired outcome (for example, knowing how to save a file without realising where it is being stored). Learners need to be exposed to a range of applications so that similarities between them can be recognised. The approach needs to be about developing an understanding, not simply memorising procedures.

3 Delivery approach

New learners often have limited confidence, so simply attending a first session of an ICT course may have been a significant step for them. They must rapidly feel they are making progress and that they can succeed. Their motivation to learn about ICT is likely to be based on:

- a sense of being left behind
- a desire to help their children or grandchildren
- curiosity about the emerging information society
- getting or holding on to a job.

The delivery approach needs to emphasise:

- confidence-building
- a rich range of materials to allow learners to explore each area in depth
- identifying the connections between different applications, recognising common methods and developing a more structural understanding of the technology rather than a purely functional one
- recognising opportunities arising during the course to make connections between applications, technologies and systems which illustrate structural issues
- a hands-on, practical style of learning with many opportunities to practise skills
- exploring the ICT environment
- encouraging mutual (peer) support.

4 Methods

Structure

Most ICT learning programmes consist of a series of short sessions lasting no longer than two or three hours each week. This has strengths and weaknesses. It is often effective to learn in relatively short concentrated sessions which are regularly provided. However, a week is a long interval between opportunities to practise new skills.

Reviews

It is useful to start each session with a quick review of the previous week's work. A gap of a week between sessions is too long for some learners to remember all the details so a recap is essential before going on. The review provides a focus for the learners to ask questions which have emerged since the previous session and provide a starting point for the current one. A 15-minute review is an effective investment.

Feedback

Feedback to and from the learners is vital, in the form of questions, observations and discussion. You should aim to have a continuous dialogue with the learners about the use of ICT. This should not be confined to what they are currently investigating but cover anything relevant to ICT (the impact of technology on society, schools, their children, work and personal interests). Don't forget that you are trying to build a foundation for future development.

Learners need to know how they are doing. ICT is a new subject to them so they will have no immediate basis on which to judge their success. You must give individual feedback to each learner. Equally you need to know that what they are learning is relevant and that it is clear to them. You can then alter and adapt your approach to meet their needs. You need to ask actively for feedback at all times.

When the discussion continues before, during and after the formal sessions you know you are succeeding.

Handouts and notes

Learners should be encouraged to take their own notes. This will help them to organise their thoughts and to test their understanding on the subject. One approach is to provide handouts covering the key points and encourage learners to annotate them. Some students continue to practise their skills between sessions so it is useful to provide handouts which can be used independently.

Pace

A major element in the delivery approach is to allow students to progress at their own pace. This will rapidly result in each learner working on a different aspect of ICT as they progress at their own speed. It ensures that the pace of the course is neither too fast nor too slow. However, this type of student-centred approach does put more pressure on you.

Practice

A significant part of any ICT course is individual practice. This is normally based on exercises or material that the learners have brought to the session. Learners who are able to practise between sessions progress faster than others. There is a risk of de-motivating the other learners who do not have access to equipment except during the class.

Peer-to-peer support

Peer-to-peer support should be encouraged. It will happen quite naturally in most settings. You can encourage the development of relationships by asking learners to work together on exercises especially early in the course, by laying out the room so that people are working in some clusters and providing activities that encourage people to meet and talk (like breaks and sharing a printer). Mutual support is very effective in that learners are usually far more willing to ask each other a question than to expose themselves to the tutor.

Individual coaching

Individuals will often arrive early or stay late to carry on with the exercise they were currently working on or to ask the tutor personal questions (for example, which computer to buy). Try to plan for these possibilities. It is important to provide opportunities for individual discussions of problems with you. Offer each learner the opportunity to speak privately to you perhaps at the end of each exercise so that you can give personal feedback.

5 Initial problems

Learners new to information and communication technologies often have initial difficulties. Some of the main difficulties include:

- using the mouse effectively (clicking, double clicking, drag and drop and highlighting)
- using touch pads or other input devices (i.e. input devices built into laptop computers)
- accidentally changing the interface (for example, opening a new window on top of your work so it appears to be lost)
- Windows is a rich environment with many alternative routes to carry out a task. Learners often find this confusing but it is important that they appreciate this is a normal part of ICT
- learners often find the difference between an application and the operating system difficult to understand
- new computer users tend to follow instructions in exercises precisely so it is important to pilot material to ensure that it is achieving the results you intend
- beginners will tend to treat everything that they experience as of equal importance, so they find it difficult to recognise the key points – the tutor needs to emphasise the main items

This list is based on investigations carried out as part of the IT Awareness Raising project for the Department for Education and Employment and COCODIS, a Socrates project.

6 Health and safety

There are two different aspects to health and safety. First, you must ensure that the learners have a safe working environment. Second, you need to make sure that they learn about the basics of using ICT equipment in a way that safeguards their health and safety.

Learning site

The location must be checked to see if it is a safe working environment for your learners. If you are working in a purpose-built ICT centre you may feel that it is probably going to be safe. However, it is important to check. At an outreach location your own activities in setting up equipment may be a major source of hazards.

Check that:

1. Cables are not going to trip people up.
2. There is enough space for each person to be comfortable (there has to be room for papers, bags, coats, and so on).
3. Seats are suitable (ideally people should be able to adjust them to their needs)
4. There is access for disabled learners
5. There is no risk of objects falling on your learners and yourself (such as boxes on top of cabinets)
6. The fire exists are clearly marked and free of obstructions (you should start the course by explaining and demonstrating the fire escape, system alarm, exits and assembly points)
7. Lighting is suitable (remember that light reflects off the screen)
8. Separate place for refreshments away from the computers (liquids and electrical equipment do not mix)

This is not an inclusive list, so take advice if you have any doubts – but you are responsible for your learners' safety so do not compromise.

Disabled learners

There are many different aids to helping people who are disabled to use ICT equipment. Some contacts have been provided in the Useful Contacts section. However, the first step is to talk to your disabled learners and take their advice on what would be useful. They are experts on their own needs.

Health and safety practice – using ICT equipment

There are distinct health and safety issues relating to the use of computer equipment, such as repetitive strain injuries. It is useful during the course to explain the basics of good use of a computer by demonstration and a handout illustrating the key points.

Example

1. Repetitive strain injury can be reduced by helping users to develop good posture so that the strain on hands, wrists and other parts of the body are minimised.

2. Organising the positioning and layout of the equipment in relation to natural and artificial lighting is helpful to minimise eye strain and to reduce glare and reflections.

7 Outreach

Outreach is a powerful means of overcoming some of the barriers which face learners who are socially or economically disadvantaged. A good location for learning is one that is acceptable to the learners. Outreach allows you to take the learning to the learner. Portable ICT equipment provides you with the means to create an ICT learning centre at almost any place where there is electrical power and a telephone. However, there is a number of practical issues to resolve in undertaking outreach.

The location itself will need to be checked before you arrive with your car full of equipment, to make sure it is suitable. Almost always you are going to have to move furniture and set up computers, printers and modems. This takes time and is not the best personal preparation for supporting a course (i.e. you are tired). The best practice is to arrive early and get help if you need it.

Setting up in Shap

Some basic things to do are:

- check the location before the course starts – is it free of hazards?
- take spares (extra fuses, extension leads, printer cartridges, floppy disks, and so on)
- organise the room so that it becomes an effective learning environment (try clustering your learners so they can help one another)
- plastic toy boxes are easy to transport and big enough so that you can organise your materials without creating extra work for yourself
- a trolley makes loading and unloading far easier
- arrive early – there are often things to change (other people will use the outreach locations and may change the layout of the room)
- check who is paying for the telephone calls – often venues will have no resources to pay for calls you make to the Internet and will want you to meet the charges
- if you are using a school's computer facilities the machines are often configured for children which may prevent you showing adults some of the operating system features or visiting particular websites. A school will often not allow you to add new software or to save files to the computer's hard disk so you will need floppy disks for each learner.

8 Learning environment

Hillcroft ICT Centre

An effective learning environment to be introduced to ICT is based on:

- small groups
- the pace being set by individual learners
- mutual learner support
- a hands-on approach
- an acceptable location

The first steps to developing the required ICT knowledge and skills should not be under-estimated. ICT is often initially confusing. However, the confusion rarely lasts, and learning about information and communication technology is well within the capabilities of most

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adults regardless of their age, gender or previous educational experience. What adults need is access to the technology in an environment that supports their learning and deals with their initial lack of confidence. Learners who gain confidence about their own ability to learn will often make rapid progress. However, many adults begin with limited confidence in their own abilities and need help to realise that they can learn. It is vital that the initial experience raises awareness of the benefits of ICT, develops confidence and creates a foundation for future learning.

The location of the ICT programme is critical to who will attend. The site must be acceptable to the learners. If you have had a poor experience of education you are unlikely to be keen to attend a course held in what you identify as an institution. However, you may be willing to attend the same course held in a village hall, community centre or library. Each location will be suitable for some learners and unsuitable for others. A nursery or primary school is often a good site to attract parents but may be relatively unsuccessful with other people.

9

Learning approach

Some suggestions for creating a successful ICT course are listed below:

- minimise stress on the learner by creating a relaxed informal atmosphere
- systematic regular reviews and short summaries help learners to see how they are progressing and help them to revise skills and understanding from earlier sessions
- have a wide range of alternative examples and exercises so you can offer something relevant to the individual learners
- break the content down into discrete chunks so that they are more easily considered and understood
- maximise opportunities for hands-on practice
- individual and group feedback is essential
- encourage feedback from learners
- congratulate your learners every time they succeed
- show the relevance of each topic to the learners
- explain how they could progress at the end of the course

81 19

10 Content and ideas

First steps

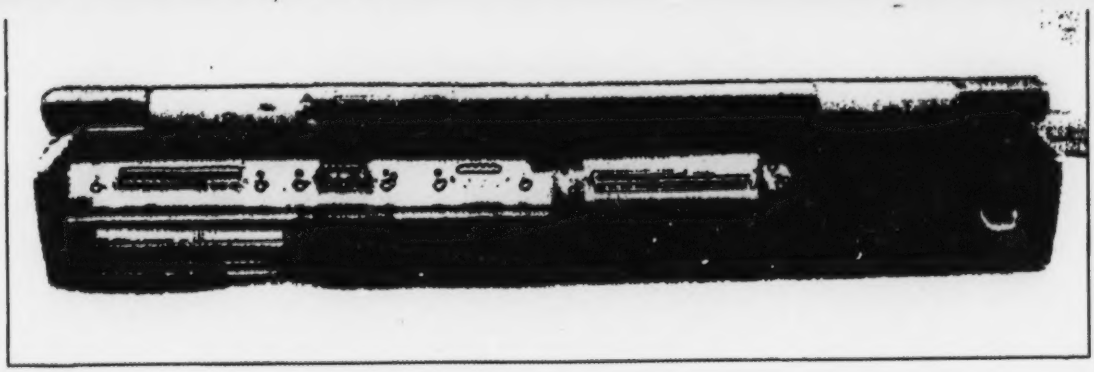
The major objective of the initial session is to develop confidence in the learners, to help them see the relevance of ICT to their lives and to motivate them. The first experiences must be positive and allow the learners to feel they are achieving results. This is not easy since in order to use a computer, the learners must overcome the barrier presented by the keyboard and the mouse. Neither of these input devices are obvious to the beginner, and so need to be introduced systematically without restricting the learner simply to practising the movement of a mouse. The solution is often to ask the learners to work through a computer-based learning package which helps them to understand some aspect of the computer system while providing them with the opportunity to use the input devices. Several are widely used, including the *Computers Don't Bite*, *Webwise* and *IT for All* CD-ROMs. Many tutors ask learners to play a game such as solitaire in order to familiarise them with the use of the mouse. In these cases the learners start to gain an understanding of computers while using the basic input devices.

Equipment

It is important that the learners begin to see the computer hardware as no more than tools they use to achieve their objectives. This comes about by their understanding how the equipment works. Most people can connect their televisions to a video recorder without any difficulty. Connecting a computer to a printer or scanner is a similar task.

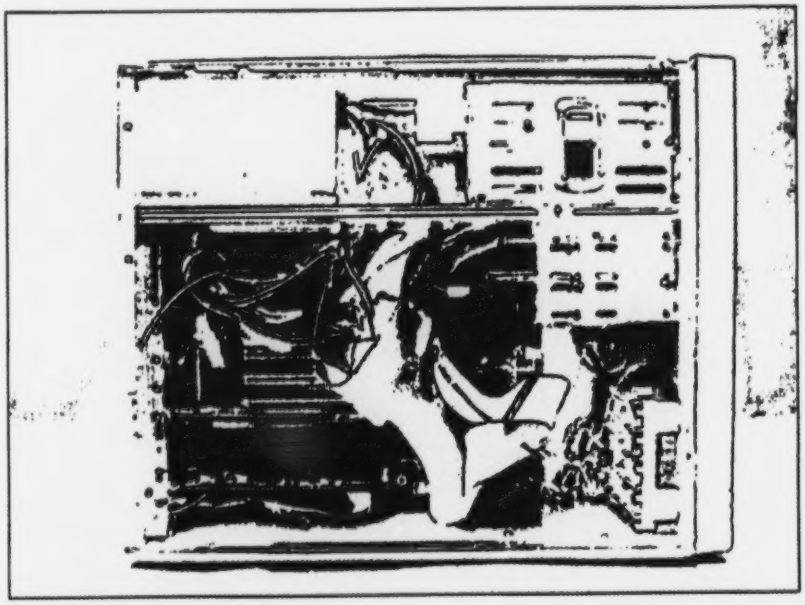
Activities

1. Demonstrate how you connect the computers to input and output devices (such as mouse, keyboard, printer, modem, monitor and scanner). Ask them in pairs or threes to have a go themselves. However, remember to isolate the equipment from the power supply. Explain the different ports and provide them with a handout showing the different connections.



Laptop ports

2. If you have access to an old computer or other equipment then take the cover off it and show the learners what they look like. Again, remember to isolate the equipment from any power supply. Learners will be curious about where and what the chip looks like. Identify the main components for them (for example, CPU, drives, expansion cards and power supply).



The inside of a computer

In both cases make it fun and let the learners touch and investigate the equipment. If they buy a computer for home and they need assistance the helplines often ask them to remove the case and look inside so you are preparing them for that shock. Always emphasise safety so that they never open a computer without it being isolated from the power supply (see Health and safety section, pages 7-8).

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Using ICT equipment

Simply looking at and touching equipment is relatively uninteresting. Learners want to use the equipment. Integrate the technology into all parts of the course so that you do not overwhelm people with too much on hardware too soon – but they do need to understand the advantages and disadvantages, uses and roles of different pieces of technology. Practical demonstrations are an effective way of explaining new concepts such as the Internet to people.

Activities

1. Demonstrate how to scan a picture and then view it within an application such as Paint Shop Pro which allows you to manipulate and change the image. This can be exciting and fun as well as providing more opportunities to use the mouse, find your way around Windows and begin to understand what 'digital' means. Select the images to appeal to the group you are working with (a group of young people might find it fun to try to scan a five pound note and then print a copy on a colour printer).

2. Demonstrating how to take a digital picture is a similar task to scanning but has the additional advantage of being able to record the members of the group, so everyone can go home with a colour image of themselves.

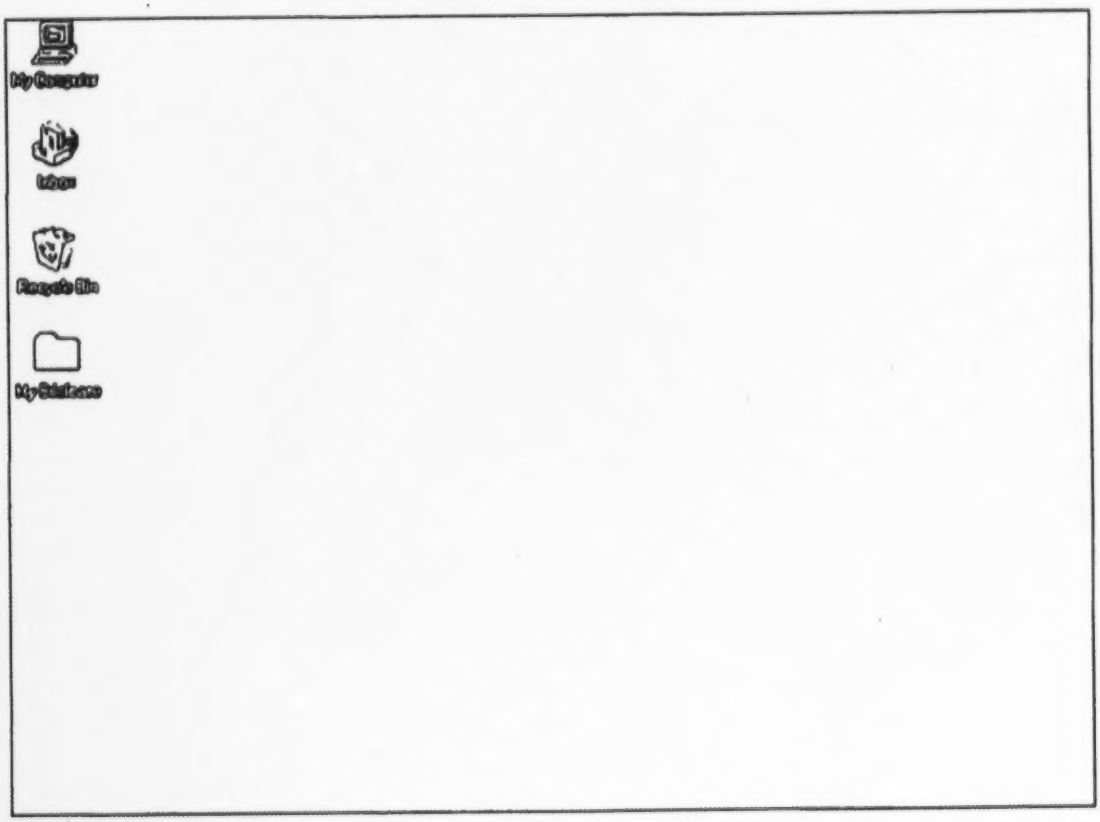
3. A printer is an essential item of equipment and often it is introduced by using it to print out exercises that the learner has completed. This is a good practice. However, you need to explain how it works. Changing an ink or toner cartridge is a basic skill, as is understanding that if you print in full colour all the time you will quickly need to replace the colour cartridges. Everyone will experience a paper jam before too long. So introduce the basics at appropriate points in the course (for instance, when you have a printer jam make a virtue of the problem to show what to do).

4. Modems are vital pieces of equipment, so demonstrate to the group how they work. If you are using a dial-up link then remember to switch on the speakers so the learners can hear the system dialling. They will understand the process best if they can relate it to a familiar task such as making a telephone call.

Applications

Opening an application

A fundamental part of ICT is working with applications. It is essential that new users know how to open an application. Modern operating systems such as Microsoft Windows provide several ways of opening an application and users need to know about at least two alternative ways of opening an application (from the Start menu or from the Desktop). This will help to develop transferable skills.



A Windows desktop

Closing an application

It is important not to forget to explain how to close an application, including saving the file you are working on.

Using an application

You need to prepare a range of straightforward exercises, which will provide opportunities to learn about some of the basic functions of the application (for example, in word-processing – entering, deleting, inserting, copying and pasting text). Also show some of the functions which add value to using computer applications, such as spelling and grammar-checking.

New learners are often very literal in their interpretation of instructions, so check your exercises carefully to ensure that they cannot be misunderstood.

You will have some learners who are trained typists and will often quickly complete exercises, so it is important to have a range of tasks requiring different levels of typing skill.

Exercises should be relevant to the learners, which means that you need a variety of different subjects and tasks. You might ask learners to prepare a list, write a letter, design a business card or a poster. It is useful to link exercises with previous tasks so if you have previously taken digital photographs or scanned in images then try to include exercises which use these images. In all cases ensure that work is saved and printed so that learners feel they are achieving results. This is important to help them gain confidence in their ability to learn about ICT.

Which application?

Many initial courses start by introducing learners to word-processing and this is often a good choice since it allows you to practise using the keyboard and mouse. However, it is worth considering other options, perhaps allowing each person to select a starting application. This will complicate supporting the individuals but can be very motivating. Do not restrict yourself to the standard set of spreadsheet, database and word-processing but consider all the options. Drawing packages are often an interesting starting point since they provide a useful aid to developing mouse skills as well as saving and printing outcomes.

Finding information

A key feature of the World Wide Web (WWW) is that it provides access to a wealth of information on almost every topic that people are interested in. However, to successful use this information you must be able to:

- find what you are looking for
- identify if the information is accurate and of the right quality
- record where the information is so you can find it again.

When introducing people to the Internet there is a temptation to emphasise the scale of information and the excitement of using its rich

environment, while neglecting the basics of how to use a search engine. The key to finding information on the WWW is to understand how to use search engines. There are lots of different types, so allow the learners to practise with more than one and present them with a systematic approach to locating selected information. Introduce them to the features of the browser which will help them find the sites again (bookmarks, favourites and history files) and if possible allow them to use more than one browser (Internet Explorer and Netscape Navigator, for example). This will help them see the common features and practise transferring skills and understanding.

The Microsoft Internet Explorer browser

As a contrast to searching for information on the WWW you might also want to provide opportunities to investigate databases (such as multimedia encyclopaedia) on CD-ROMs. Database records are a major factor in many situations, with records being kept on us by everyone we buy services from (like utilities, banks, building societies, and so on). It is therefore useful to gain an appreciation of the nature of information which can be held on a database.

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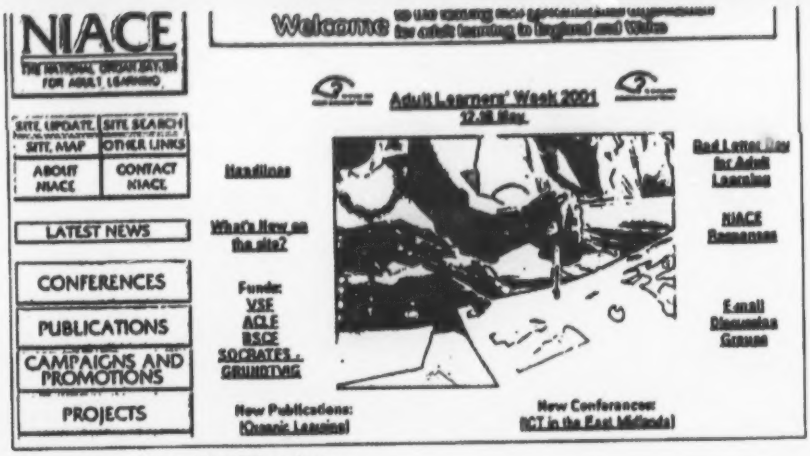

Home page of the NIACE website

Communication technology

A significant development for all users of ICT is e-mail. In many organisations e-mail has become the most commonly used method of communicating. It allows families and friends separated by half the world to keep in touch. It is therefore an important element in any Introduction to ICT course.

It is important to allow the learners to practise:

Ready to send an e-mail

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- sending e-mails
- receiving e-mails
- replying to e-mails
- handling attachments

The learners must gain a basic understanding of how e-mail works (i.e. Internet Service Providers), e-mail addresses and address books.

Activities

1. Send e-mails to other members of the group so that a conversation can take place across the room. This will provide a focus for sending, receiving and replying to messages.

2. Arrange with another tutor for two ICT classes to send messages to each other, so that the learners can experience finding e-mail in their inbox and exchange messages when participants are not at their computers.

3. Provide an opportunity to use more than one e-mail system (Outlook, Turnpike and Outlook Express, for example) so that learners have an opportunity to see the similarities and differences. This will again help them see that their skills and understanding are transferable.

Graphics

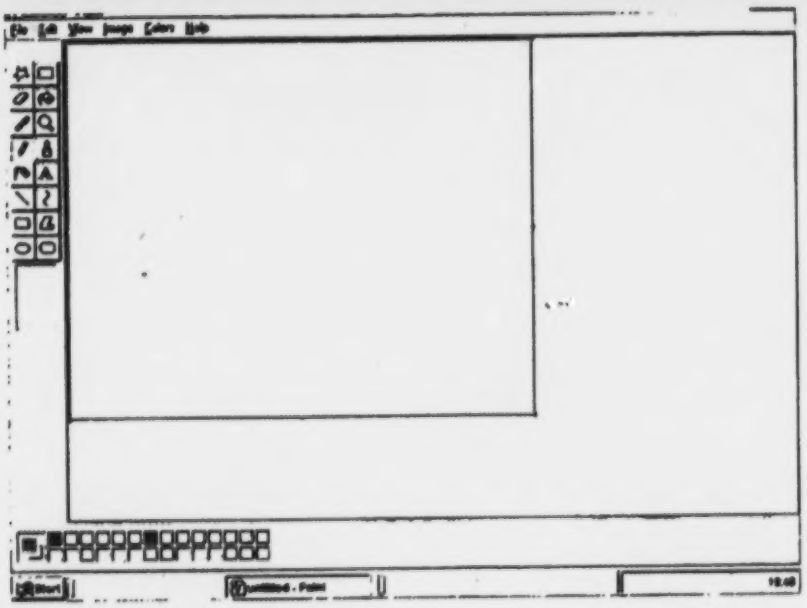
Computers are good with information, but this is not restricted to words and numbers: they also cover graphics (pictures, illustrations, charts and graphs). There are many applications aimed at helping the user to manipulate graphical images.

Activities

If you used a scanner or digital camera in an earlier session then link this session to it by using the image you captured earlier as a resource. Many graphic applications are based around the idea that you are using an existing resource of graphical images.

If you have shown the learners the use of a spreadsheet then build on this earlier work by now using the graphical presentation features of the spreadsheet to present the information in a variety of forms (pie charts, histograms, and so on).

Powerpoint or a similar package is very straightforward to use in



The Windows Paint application

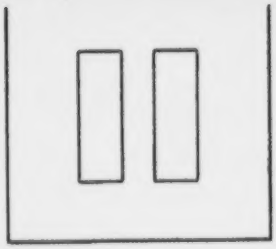
creating a short presentation using clipart images. This also provides the opportunity to discuss the availability of clipart on the Internet and concepts such as shareware, freeware and copyright – which are dry topics but useful to know about in relation to ICT.

Jargon

One of the many barriers to learning about ICT is the specialist language that is used. During the introductory sessions it is useful to try to explain as many of the key terms as possible. Some of the possible terms are:

address	connect	input	rotate
align	crop	italics	rows
bold	database	lines	save
borders	digital camera	menu	scanner
CD-ROM	edit	modem	search
cells	fax	mouse	search engine
centre	fill	multimedia	send
clipart	font size	print	sort
columns	fonts	printer	URL
computer	import	resize	world wide web

It is good practice to explain the terms as the learner encounters them.



Sample programme

The best programmes are those which are designed for a particular group of learners and their needs. A standard programme is unlikely to succeed but rather than leave you completely to your own ideas. We have provided an sample outline course of five three-hour sessions which you can adapt, criticise or ignore depending on your situation.

Session 1 Building confidence

1. What is a computer system? – demonstration
2. Input devices – keyboard and mouse
3. Digital images – camera and scanner – colour printer
4. Introductory package (such as *IT for All*)

Session 2 How to use a computer

1. Review of previous session
2. Switching on and turning off the equipment
3. Loading and closing an application
4. Undertaking an exercise using an application (such as entering a passage into a word-processor, making a table with a spreadsheet, or drawing a picture). The exercise should be something relevant to the learners such as designing an invitation to a party, writing a note, or preparing a list)
5. Integrate a picture into the exercise using a scanner or digital camera

Session 3 Locating information on the Internet

1. Review of previous session
2. Connect to the Internet using a modem
3. Locate a search engine
4. Search for a site relevant to the learner (say, sport, entertainment, shopping, or news). Ask learners to write down the steps they took to finding the information and what problems they encountered.
5. Discuss experience of using the Internet

Session 4 Communicating with e-mail

1. Review of previous session
2. Open e-mail application
3. Create and send a message to be sent to another member of the group
4. Receive and reply to a message from another member of the group
5. Explain how to obtain a web-based e-mail account
6. Discuss experience of using e-mail

Session 5 Graphics

1. Review of previous session
2. Link to earlier work with scanner and digital camera – perhaps repeat
3. Load and close graphics application such as Microsoft Excel, Windows Paint and Paint Shop Pro
4. Produce graphical images such as illustrations, charts and graphs
5. Explain next steps

12 Useful contacts

Abilitynet – making computer technology available to people with disabilities www.Abilitynet.co.uk

Basic Skills Agency www.basic-skills.co.uk

BBC www.bbc.co.uk

British Association of Open Learning www.baol.co.uk

British Council of Disabled People www.bcodp.org.uk/

British Deaf Association www.bda.org.uk/

British Dyslexia Association www.bda-dyslexia.org.uk

British Education and Communication Technology Agency (BECTa) www.becta.org.uk

Campaign for Learning www.campaign-for-learning.org.uk

Central Office of Information www.coi.gov.uk

City and Guilds of London Institute www.city-and-guilds.co.uk

Commission for Racial Equality www.cre.gov.uk

Community Development Foundation www.cdf.org.uk

Data Protection Registrar's Office www.open.gov.uk/dpr/dprhome.htm

Deafblindness www.s55wilma.demon.co.uk

Department for Education and Employment www.dfee.gov.uk

Department of Trade and Industry www.dti.gov.uk

Disability Access Rights Advice Service www.daras.co.uk

Disability Net www.disabilitynet.co.uk

Disability Discrimination Helpline, Freepost MID02164,
Stratford-upon-Avon, CV37 9BR www.disability.gov.uk

Equal Opportunities Commission www.eoc.org.uk

European Computer Driving Licence www.bcs.org.uk

Learndirect www.ufiltd.co.uk

Microsoft's Accessibility and disability site
www.microsoft.com/enable/products/win98access.htm
www.microsoft.com/windows98

MIND www.mind.org.uk

National Autistic Society
www.oneoworld.org/autism_uk/suppempl.html

National Grid for Learning www.ngfl.gov.uk

National Institute of Adult Continuing Education (NIACE)
www.niace.org.uk

National Open College Network nocn@mailbase.ac.uk
www.nocn.ac.uk

OCR www.ocr.org.uk

Royal National Institute for the Blind www.rnib.org.uk

Royal National Institute for the Deaf www.rnid.org.uk

Scope www.scope.org.uk

Skill, National Bureau for Students with Disabilities www.skill.org.uk

Technologies for Training www.tft.co.uk

Workers' Educational Association www.wea.org.uk

13 Useful publications

Bessant, A (1998), *Learning to use Office 97 for CLAIT and IBT II*, Heinemann

Bessant, A (1998), *Learning to use Office 97 for IBT III*, Heinemann

Clarke, A (1998), *IT Awareness Raising for Adults, Department for Education and Employment*, OL254

Clarke, A (1999), *How to create effective information and communication technology learning programmes: a guide*, NIACE

Clarke, A (1999), *Computing for Adults*, Hodder and Stoughton

Clarke, A (2001), *European Computer Driving Licence*, Hodder and Stoughton

Dadzie, S (1994), *Working with Black Adult Learners*, NIACE

Heathcote, PM (1999), *Successful IT Projects in Access*, Payne-Gallaway Publishers

Heathcote, PM (1999), *Successful IT Projects in Excel*, Payne-Gallaway Publishers

Heathcote, PM (1999), *Successful IT Projects in Word*, Payne-Gallaway Publishers

McGivney, V (2000), *Recovering outreach: concepts, issues and practices*, NIACE

McGivney, V (1999), *Excluded men: men who are missing from education and training*, NIACE

McGivney, V (1994), *Women, education and training*, NIACE

Merton, B and Parrott, A (1999), *Only connect – Successful practice in educational work with disaffected young adults*, NIACE

Page, M and Scott, M (1999), *Use and Shape of the Internet*, Community Development Foundation

Page, M and Scott, M (1999), *Women Connect Phase 1 Report*, Community Development Foundation

Sutcliffe, J and Jacobsen, Y (1998), *All things being equal? A practical guide to widening participation for adults with learning difficulties in continuing education*, NIACE

Sutcliffe, J (1994), *Integration for adults with learning difficulties*, NIACE

Wood, A (2000), *Guide to outreach with laptops*, NIACE

First Steps

This guide is for practitioners who are designing and organising initial information and communication technology events. It covers delivery and learning approaches, methods, initial problems and the learning environment. It provides an introduction to issues and guidance, based on established good practice.

Unlike many other publications on ICT, this book is written with practitioners rather than learners in mind. In whatever adult learning environments they work, but especially in colleges, local authorities and voluntary organisations, they will find *First Steps* a useful guide and valuable refresher on good practice.

Brief and straightforward, *First Steps* gets to the point quickly and clearly. A sample programme, consisting of five three-hour sessions, is presented as the basis of an introductory course, which readers can adapt to different situations. With suggestions on content and ideas, *First Steps* offers an easily accessible route for getting up to speed on practical issues with the minimum of fuss.

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